

Child development curriculum map: Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>R059</p> <p>Topic Area 1: Physical, intellectual and social developmental norms from one to five years AND Topic Area 2: Stages and types of play and how play benefits development</p> <p>1.1 The expected development norms from one to five years for the following developmental areas: Physical development Gross motor skills, Fine motor skills Intellectual development Language, Reading and writing, Communication, Number skills Social development Communicating with others Acceptable behaviour Sharing, Independence/self-esteem</p> <p>2.1 The stages of play: Solitary, Parallel, Associate, Co-operative</p> <p>2.2 The types of play: Manipulative play, Cooperative play, Imaginative play, Physical play, Creative play</p> <p>2.3 How play benefits development: Physical development, Intellectual development, Social skills, Creative skills</p>	<p>R059</p> <p>Topic Area 3: Observe the development of a child aged one to five years AND Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development</p> <p>3.1 Observation and recording: Methods of observation Narrative, Checklist, Snapshot, Time sample, Participative Non-participative.</p> <p>Methods of recording Chart, Written, Child's work Photographs</p> <p>4.1 Plan and evaluate play activities: Plan play activities for a chosen area of development: Chosen activity, Reason for choice, Aims, Developmental area, Timing, Safety considerations, Appropriate resources</p> <p>How the activity will be introduced to the child: How to evaluate plans for play activities: Using feedback from others, Using self-reflection Were the aims met? Successes, strengths and weaknesses, Changes or</p>	<p>R059</p> <p>Finalising coursework for submission to staff for internal assessment and external moderation.</p> <p>Exam Revision R057</p> <p>1.1 Factors affecting pre-conception health for women and men</p> <p>1.2 Other factors affecting the pre-conception health for women</p> <p>1.3 Types of contraception methods and their advantages and disadvantages</p> <p>1.4 The structure and function of the reproductive systems</p> <p>1.5 How reproduction takes place</p> <p>1.6 The signs and symptoms of pregnancy</p> <p>2.1 The purpose and importance of antenatal clinics</p> <p>2.2 Screening and diagnostic</p>	<p>Exam revision R057</p> <p>2.4 The choices available for delivery</p> <p>2.5 The role of the birth partner in supporting the mother through pregnancy and birth</p> <p>2.6 The methods of pain relief when in labour</p> <p>2.7 The signs that labour has started</p> <p>2.8 The three stages of labour and their physiological changes</p> <p>2.9 The methods of assisted birth</p> <p>3.1 Postnatal checks</p> <p>3.2 Postnatal care of the mother and baby</p> <p>3.3 The developmental needs of children from birth to five years</p> <p>4.1 Recognise general signs and symptoms of illness in children</p> <p>4.2 How to meet the needs of an ill child</p>	Study leave & external exams	

		recommendations to improve activity and planning	tests 2.3 The purpose and importance of antenatal (parenting) classes	4.3 How to ensure a child-friendly safe environment		
Skills	PO1 Recall knowledge and show understanding PO2 Apply knowledge and understanding PO3 Analyse and evaluate knowledge, understanding and performance PO4 Demonstrate and apply skills and processes relevant to the subject area	PO1 Recall knowledge and show understanding PO2 Apply knowledge and understanding PO3 Analyse and evaluate knowledge, understanding and performance PO4 Demonstrate and apply skills and processes relevant to the subject area	PO1 Recall knowledge and show understanding PO2 Apply knowledge and understanding PO3 Analyse and evaluate knowledge, understanding and performance PO4 Demonstrate and apply skills and processes relevant to the subject area	PO1 Recall knowledge and show understanding PO2 Apply knowledge and understanding PO3 Analyse and evaluate knowledge, understanding and performance PO4 Demonstrate and apply skills and processes relevant to the subject area	PO1 Recall knowledge and show understanding PO2 Apply knowledge and understanding PO3 Analyse and evaluate knowledge, understanding and performance PO4 Demonstrate and apply skills and processes relevant to the subject area	
Key Questions	What are the developmental milestones for children aged 0-5 years old? What are the different stages of play and at what ages do they occur? What are the different types of play? How do they promote the different areas of a child's development?	What are the different methods of observing children? Which is best in various situations? How do you record children's development when observing them? Which is the best method(s) and why? How can I plan an activity for a young child? How do I structure a play activity? What safety considerations need to occur? Was my activity effective? How could I change it to improve outcomes?	What is preconception health and how can it be improved for both men and women? Why do we need to be aware of preconception health? What are the different methods of contraception? Which is best? Why? How is the reproductive system structured? How does reproduction occur? How would a woman know if she was pregnant? What is an antenatal clinic? What screening tests do women have when pregnant and why? Why do we have parenting classes?	How can a woman deliver a baby? What is a birth partner? What pain relief can a woman be offered in labour? What are the advantages and disadvantages of these? How do we know when labour has started? What are the stages of labour? What is an assisted birth? What postnatal checks are there and what are they for? What are the developmental needs of a child? How do we know when a child might be ill? How can we help an ill child? How can we keep our environment safe for children?	How to improve your grade • Studying model answers • Development of essays • Examiner reports • Creating effective revision material for examined unit • How do I effectively revise?	
Assessment focus on core knowledge & skills.	Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks.	Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3	Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3	Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3	Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge tests	

	Essay questions.	weeks. Essay questions	weeks. Essay questions	weeks.		
Literacy/numeracy/SMSC/Character	<p>Structured whole class and independent reading • Use of questioning to support reading • Structured writing • Terminology & definitions of Tier 3 and tier 2 words - key vocabulary and academic terminology • SEN support – differentiated writing frames • Starters i.e. key word bingo, key concept recall • Inquiry skills • Analytical skills SMSC – Addressed in certain topics across the class.</p>					
Enrichment opportunities and futures	<p>Futures in the subject embedded across lesson plans and presentations directly and indirectly. Career options displayed on the display board including further education options. Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation.</p> <p>Specific enrichment - External speakers, links to industry</p>					